

# General Certificate of Education

## History 5041/6041

*Alternative H Aspects of Twentieth Century European and  
World History, 1900 to the Present Day*

# Mark Scheme

*2006 examination – June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS and A2 EXAMINATION PAPERS**

#### **General Guidance for Examiners**

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#### **A: INTRODUCTION**

The AQA's AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

**B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**

**Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/Guidance**

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

**Level 2:**

***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

***Or***

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/Guidance**

*Either* responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

*Or* responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

### **Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

#### **Exemplification/guidance**

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

### **Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

#### **Exemplification/guidance**

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

### **Level 5:**

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

#### **Exemplification/guidance**

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

**C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS**

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

**Level 1:**

*Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

*Or*

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/guidance**

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

## **Level 2:**

### *Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

### *Or*

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

## **Exemplification/guidance**

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

## **Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

## **Exemplification/guidance**

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

#### **Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

#### **Exemplification/guidance**

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

#### **Level 5:**

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

#### **Exemplification/guidance**

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

## **D: DECIDING ON MARKS WITHIN A LEVEL**

*These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.*

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:** generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

## June 2006

### Alternative H: Aspects of Twentieth Century European and World History, 1900 to the Present Day

#### AS Unit 1: The Emergence of the Super-Powers and the New World Order, 1900–1962

#### Question 1

- (a) Use **Source A** and your own knowledge.

Explain briefly the significance of ‘nationalise’ (line 3) in the context of Britain’s relations with Egypt in 1956. (3 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates basic understanding of the issue using the source, e.g. relations between Britain and Egypt would deteriorate. The British were ‘furious’. References to damage being done to Britain but no clear explanation would fall into this level. **1**
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. Britain and France controlled the canal and it was a vital trade route for them. To lose this control would damage Britain’s economy. Britain’s status in the region would be undermined, particularly when it was threatened by an Arab nationalist, Nasser. **2-3**

- (b) Use **Sources B** and **C** and your own knowledge.

Explain how **Source C** challenges the views put forward in **Source B** of Britain’s involvement in the Suez Crisis. (7 marks)

*Target: AO1.2, AO2*

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full and effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility, will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

- L1: Extracts relevant information about the issue from both sources, with limited reference to the context, e.g. Source B refers to Britain’s motive being the restoration of colonial rule. It also suggests that Britain exploited Egypt’s weaknesses. Source C suggests that Britain’s motive was simply to act responsibly and restore peace to the region. There is likely to be no reference to own knowledge and no reference to explanation. **1-2**

L2: Extracts and compares information about the issue from both sources, with reference to own knowledge, e.g. Source B refers to an “aggressive war” while Source C refers to limited and peaceful intervention on a temporary basis. Own knowledge could develop the Anglo-French-Israeli conspiracy and offer some limited explanation. **3-5**

L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. the detail found in Level 2 may be developed to conclude that Britain’s main aim was to remove Nasser and re-establish British control over the canal and preserve British influence in the Middle East at a time when Britain’s international status was declining. There may be some reference to the United Nations and/or to British links with the USA and the impact this had on policy over Suez. **6-7**

(c) Use **Sources A, B and C** and your own knowledge.

Explain the importance of the Suez Crisis, in relation to other factors, in explaining Britain’s decline as a colonial power by 1962. *(15 marks)*

*Target: AO1.1, AO1.2, AO2*

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations, which could apply to almost any time and/or place, based either on own knowledge or the sources. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

***Or***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

***Or***

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

## Indicative content

Answers may consider the nature of Britain's post-war empire and some on-going problems, e.g. nationalism. Examples may be used to illustrate the impact of nationalism, particularly in Africa. The objective of remaining a colonial power in order to project some international influence could be examined and linked to economic factors. There was economic potential within colonialism and the Suez canal was a classic example of this. Essentially own knowledge needs to illustrate the problems within the empire and consider the impact of the Suez crisis as a catalyst in the process of moves towards decolonisation.

From the sources: Source A illustrates the impact of nationalism in Egypt and its link to economic opportunity for Britain. British colonial power is being challenged and Egypt was becoming a test of strength. The outcome would determine the image Britain had amongst the rest of its empire. Source B illustrates the impact of international opinion and implies the problems of maintaining an empire in the Cold War era. Source C illustrates Britain's timidity in the face of international opposition and reinforces the new reality for Britain. Britain's ability to resist change had been irreversibly damaged.

## Question 2

- (a) Explain briefly what is meant by 'mandated territories' in the context of Britain's role in the Middle East up to 1948. (3 marks)

*Target: AO1.1*

- L1: Basic or partial definition of the term, largely based on the extract, e.g. Britain took over control of some territories in the Middle East at the end of the First World War. **1**
- L2: Developed explanation of the term, linked to the context, e.g. mandated territories were those placed under the temporary control of the allied powers, including Britain, after 1918. They were to be governed until they were able to manage their own affairs. Britain gained Palestine, Trans-Jordan and Iraq. These territories reinforced Britain's status in the Middle East. Palestine was dismembered in 1948 in order to create the new state of Israel. **2-3**

- (b) Explain why Britain withdrew from Palestine by 1948. (7 marks)

*Target: AO1.1, AO1.2*

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. it was too weak to maintain its mandate. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. the Second World War had damaged Britain's international status and its capacity to maintain significant military strength on a global scale. Britain was unable to act as a peacemaker in the conflict between the Arabs and the Jews. **3-5**

L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. the factors raised in Level 2 could be explained more fully. The issue of US attitudes towards the emergence of Israel and the impact of these on Britain's policies could be explored as an example of Britain's diminished power post 1945. **6-7**

(c) 'Britain's international status was undermined more by events in the Empire than by any other factors in the years 1918 to 1939.'  
Explain why you agree or disagree with this view. *(15 marks)*

*Target: AO1.1, AO1.2, AO2*

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of issues.

***Or***

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

### **Indicative content**

This allows candidates to consider a range of factors which may be regarded as criteria relevant to Great Power status. The empire was in a variable state, e.g. there was a rise in nationalism, particularly in India but also in Ireland. The white dominions were demanding more self government while the rest of the empire was largely under control. Reference may be made to Britain's policies towards the empire and how these reflect international status. Answers may consider the significance of the economic impact of the war and Britain's status as a debtor nation. The scale of military strength is also relevant. Some may refer to appeasement as an example of Britain's international decline.

### Question 3

- (a) Explain briefly what is meant by ‘the struggle with Communism’ in the context of America’s aims in Europe by 1948. (3 marks)

*Target: AO1.1*

- L1: Basic or partial definition of the term, largely based on the extract, e.g. the USA and the USSR were in conflict over the future of Europe after the Second World War. The USA did not want communism to spread. 1
- L2: Developed explanation of the term, linked to the context, e.g. each side had its own agenda and aims. The USA feared the spread of communism and developed containment as the basis of their policies. The USSR feared the restoration of Germany and needed a security zone in Eastern Europe. These conflicting aims led to a struggle. 2-3

- (b) Explain why the Warsaw Pact was created in 1955. (7 marks)

*Target: AO1.1, AO1.2*

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. the Pact was created to protect communist Eastern Europe from threats from the non-communist West, especially from NATO. 1-2
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. in 1948 Eastern bloc states had already signed military treaties with the USSR. West Germany joined NATO in 1955, which heightened Eastern European fears. Both the USSR and the Eastern bloc needed stronger alliances against this perceived threat, particularly in a nuclear age and when the USA was stronger in nuclear development. 3-5
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. much of Level 2 could be developed but reference could also be made to the notion of Soviet domination alongside the defence motive. The Pact was a means of exercising control and imposing regional unity politically, economically and in terms of defence. The Warsaw Pact was multi-faceted. 6-7

- (c) ‘The policies of the United States were responsible for the development of the nuclear arms race in the years 1949 to 1962.’  
Explain why you agree or disagree with this view. (15 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***  
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***  
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

### **Indicative content**

In 1949 the USSR developed nuclear technology, therefore in the context of the Cold War an arms race was almost inevitable. The US policy of containment and its application in Korea (1950–1953) heightened Soviet paranoia and led to a determination to protect Soviet and communist influence globally by having nuclear superiority. Soviet methods in Eastern Europe convinced the USA that the domino theory was accurate and the only way to stop the spread of communism beyond Eastern Europe was to deter the Soviets with advanced nuclear capability. The USA was economically strong enough to embark on an arms race. Candidates may trace the development of the technology through the 1950s and establish an action – reaction process on the part of both sides.

## June 2006

### Alternative H: Aspects of Twentieth Century European and World History, 1900 to the Present Day

#### A2 Unit 4: Aspects of European and World History, 1900 to the Present Day

##### Question 1

- (a) Use **Sources B** and **C** and your own knowledge.

How fully do **Sources B** and **C** explain how communist regimes were established in Eastern Europe after the Second World War? (10 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. 1-2
- L2: Demonstrates explicit understanding of utility/sufficiency etc. with reference to the sources and knowledge of the issue. 3-5
- L3: Draws conclusions about utility/sufficiency in relation to the issue, with reference to both sources and to own knowledge. 6-8
- L4: Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency in relation to the issue. 9-10

##### Indicative content

Candidates may suggest that Source B illustrates the willing acceptance of communism. Communist propaganda had convinced many groups that the ideology would improve their status. Candidates may use some own knowledge to explore the use of propaganda. This source may also be used to illustrate the lack of organised opposition to communist plans. Source C defines some of the apparent opportunities and advances that came with communism as an alternative to the pre-war regimes. The sources do not consider the methods used by Stalin between 1947 and 1949 to establish communist regimes, nor do they develop the process of Stalinisation and the repression and control that that system involved. Some may consider the wider political and strategic objectives of the USSR and its determination to establish communism no matter what the opposition.

- (b) Use **Sources A, B, C** and **D** and your own knowledge.

‘Throughout the twentieth century political freedom has consistently been a secondary concern for the peoples of eastern Europe compared with their desire for economic prosperity.’

To what extent do you agree with this view? (20 marks)

*Target: AO1.1, AO1.2, AO2*

- 
- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***  
 Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***  
 Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

### Indicative content

This is a synoptic question and candidates' responses should be rewarded for referring to aspects of change and continuity over a period of at least 100 years, as detailed in the specification for this particular Alternative, and to an appropriate range of factors as exemplified by the indicative content for each particular question.

Source A illustrates the nature of oppression experienced by minority ethnic groups in the Hungarian part of the Empire. There is no indication in the source that these groups did anything to protect their political freedoms. Implicit in this is the idea that political dominance equals economic dominance. Source B illustrates the importance of economic issues. Communism was embraced by many in the belief that it would enhance their quality of life. Source C suggests that many supported the communists as a means of removing the old order and the economic dominance it held. The prospect of growing prosperity overwhelmed any idea of the need for political freedom although there was an undercurrent of political disaffection. Source D suggests a rejection of communism for economic reasons in part. There is also the wider suggestion that communist economic promises had failed.

Candidates may examine the nature of the challenges to external control and emphasise the desire for political freedom, particularly in Hungary (1956), Prague (1968) and Poland (1980). The nature of the oppression throughout the century could be examined. The consistent use of force under the Empire and subsequently under the Nazis and then the communists may be said to have distorted the view historians have of Eastern European aspirations.

## Section B

### Question 2 onward

These questions are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 levels of response mark scheme and by the indicative content in the specific mark scheme for each question.

#### **Standard Mark Scheme for Essays at A2 (*without* reference to sources)**

*Target: AO1.1, AO1.2, AO2*

L1: ***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

***Or***

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

***Or***

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

## Question 2

‘A determination to protect democracy rather than a desire to promote its own political and strategic interests.’

How valid is this as an explanation of the USA’s increasing involvement in Vietnam in the years 1954 to 1968? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

## Indicative content

The focus of this question is on the motives of the USA for its continued involvement in Vietnam. Central to the analysis should be consideration of containment. Candidates may examine containment in action in Vietnam and explore the ways in which containment was about protecting democracy but was also about the strategic and political objectives of the USA. Answers may consider what the USA regarded as its ‘vital interests’. The roles of Eisenhower, Kennedy and Johnson could be examined to determine any shifts in the motives and what the primary objectives of each president were. The wider international context may also be referred to effectively, e.g. the nuclear arms race, US relations with the emerging Third World, and Sino-US relations.

## Question 3

‘It was hatred of Diem’s regime rather than of the Americans that enabled support for the Vietcong to grow in South Vietnam in the years 1956 to 1963.’

Assess the validity of this view. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

## Indicative content

Candidates need to consider the record of Diem’s regime between 1956 and his assassination in 1963. Issues linked to political and economic failure may be considered, e.g. the lack of meaningful land reform, and the degree of dependency upon the USA and the political and economic consequences of that.

Candidates may suggest that the South Vietnamese may have accepted Diem and his links with the USA if reforms such as the above had been implemented. The issue of Vietnamese nationalism is also significant. There was some opposition to US capitalism but the real issue is the extent to which the South Vietnamese shared the nationalist, and communist, aspirations of the north. Useful references could be made to the policy shifts that took place

under Kennedy, particularly the introduction of the strategic hamlets programme and the consequences of this for US and Diem's popularity.

#### Question 4

'Popular protest was more important than the possibility of military defeat.'  
To what extent does this view explain why the USA withdrew from Vietnam by 1975? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

#### Indicative content

Candidates may consider the development of the anti-war movement, beginning in about 1967 when the media started to question the validity of the war. Opposition came from a variety of sources and political perspectives, e.g. socialists who sympathised with the struggle to create an independent Vietnam, and pacifists who opposed the war on moral grounds. Even Martin Luther King spoke out against the war and thereby linked opposition to it with the civil rights movement. Examples of significant opposition may be examined by looking at the Kent State University killings and the My Lai massacres. The military aspects may consider the attitudes of Nixon, particularly after the turning point during the Tet Offensive. Nixon's political self-interest could be considered to some effect. The wider context of détente and the importance of avoiding military defeat given the guerrilla tactics of the Vietcong are also directly relevant here.

#### Question 5

'The Treaty of Rome was agreed in order to create in Europe a fully integrated economic, rather than political, area.'  
To what extent do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

#### Indicative content

The pre-Treaty situation may be considered by candidates. Reference may be made to the attempts to establish an economic union from 1950 through the European Coal and Steel Community. The extent to which this was perceived as a prelude to political union by influential individuals such as Jean Monnet may also be usefully explored by candidates. In 1957 the Treaty was primarily an economic union but there were clear indicators that political union was an inevitable next step for Europe. Reference to Schuman's plan is relevant here.

The focus of the answer lies in the background to, and the events surrounding, 1957. There is no direct need to go beyond 1957 in order to address the relevant issues.

### Question 6

‘In the years 1979 to 1990, Britain’s relationship with the EC was based upon a desire for political influence in Europe rather than for economic gain.’  
To what extent do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

### Indicative content

Essentially this is a question on the Thatcher years. Candidates may emphasise her commitment to British strength and national pride and the relationship of this to Britain’s role in Europe. The period 1979–84 was dominated by budget issues and the amount that Britain should contribute. This dominated British actions within the EC. In 1986 Thatcher signed the Single European Act. A single market was consistent with her political ideology – free markets. Candidates may suggest that this was a way to achieve “Thatcherism”. Possibly the main reason for signing was to ensure that Britain retained its influence in Europe and European decision making. She was at odds with the Social Charter. This contradicted her notion of less state intervention in social policy. A theme runs through these years. Thatcher had become involved in policies she opposed in order to retain her political influence in Europe. Britain’s attitude to the issue of economic and monetary union may also be considered in this light.

### Question 7

‘The enlargement of the EC in the years 1973 to 1991 served only to weaken it politically and economically’  
To what extent do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

### Indicative content

Candidates may illustrate the nature of the expansion. By the mid-1980s the EC had doubled in size from its original numbers. One characteristic of the change was that many of the members were increasingly less Euro-centric and less committed to the loss of national independence. Increasingly, conflicting policy concerns caused political and economic splits, e.g. fishery policies became of greater significance as the membership grew. The same

applied to budgetary decisions. Moves towards some form of monetary union developed only slowly. The role and attitude of the EMS could be considered. The linkage between the economic and the political problems facing the EC may be illustrated through the working of the CAP and the impact of national self-interest. Candidates may argue that economic problems outweighed the political issues.

### Question 8

‘How far do you agree with the view that the existence of Israel was the main cause of conflict in the Middle East in the years 1948 to 1973?’

Your answer should include reference to both strategic and political factors.

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

### Indicative content

Candidates may consider the origins of the state of Israel and the immediate response of the Arab nations in the Middle East. Some may develop the view that Israel’s early policy was towards conciliation after 1948 and a desire for peaceful co-existence. Israel was strategically vulnerable after the 1948 war. The role of the superpowers is also significant from both strategic and political perspectives. Nasser’s drive to dominate Arab nationalism and Israel’s response in 1956 is important. The causes and results of the 1967 and 1973 wars can be examined with some effect, as can the roles of Arab nationalism and the superpowers during these wars. The strategic position of Israel after 1967 is particularly relevant, especially through its control of the Golan Heights.

### Question 9

‘The people of Iran supported revolution not because they accepted Islamic fundamentalism but because they rejected dictatorship.’

How valid is this view of the reasons for the collapse of the Shah’s regime by 1979?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

### Indicative content

Candidates may consider the Shah’s modernisation programmes and their political significance, particularly in terms of the influence held by the Muslim clerical leadership in Iran. The rise in the power of government and the personal power of the Shah and the impact

of these for ordinary Iranians is important. The reforms had economic consequences and these could be examined in terms of the attitudes they generated towards the Shah's rule. The gradual disaffection of the Islamic leadership and the role of these leaders in co-ordinating the events of 1979 are also significant factors, as is the general influence and power of organised Islam on the people of Iran.

### Question 10

'The conflicting political and strategic ambitions of the USA and the USSR in the Middle East undermined the peace process in the years 1973 to 1991.'

Assess the validity of this view. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

### Indicative content

The first decade of the period lies within the period of détente. Candidates may suggest that superpower involvement in the Middle East was a positive process. Certainly the USA was a prime mover in promoting peaceful co-existence and in moving towards a negotiated settlement. Some may examine the nature of superpower motives in this period and suggest that the Middle East was part of a wider diplomatic process in which each superpower had its own political and strategic agenda. The restoration of a traditional Cold War from 1980 generated a more traditional superpower role in the Middle East. The superpowers had their client states and the increasing political and strategic importance of the Middle East within the context of the Cold War is re-established.

### Question 11

'Political control rather than social and economic progress.'

To what extent do you agree with this view of the aims of the CCP in the years 1949 to 1989? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

### Indicative content

This question spans the whole period and therefore candidates need to develop examples to illustrate their arguments rather than a detailed commentary across the period. Each decade suggests some attempt to reinforce control; the early consolidation of the Communist Party's power and the underdeveloped social reform of the 1950s may suggest that political control was paramount. Some candidates may examine the scale of progress and suggest that some

was made and the regime was not purely about self-survival. The Cultural Revolution may be examined in terms of the motives and intent underlying it. The nature of Deng's administration may be examined and candidates may suggest that this was a period of social and economic progress compared with previous periods.

### Question 12

To what extent do you agree with the view that the CCP failed to achieve its social and economic objectives in the years 1949 to 1962? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

### Indicative content

Candidates may set out the social and economic aims and objectives of the CCP from the outset. These could include references to industrialisation, land reform, the role of women and education. The record of major programmes needs to be considered, e.g. the First Five Year Plan and the Great Leap Forward. Candidates may examine the successes and failures of these in terms of the question. Reference may also be made to the Hundred Flowers Campaign and its impact on social and economic development. The speed of the social and economic change is also significant for this question.

### Question 13

'From 1979 Deng Xiaoping carried out both a political and an economic revolution in China.'

How far do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

### Indicative content

Candidates may consider the concept of revolution and suggest a complete break with the past and its Maoist political aims and policies. The scale of the change under Deng Xiaoping may be seen as significant in the argument although there may be an imbalance in the change. How extreme and fundamental was the break with the past and what was really new in economic and political terms? Capitalist economic methods were introduced. In political terms the idea of revolution may be seen as less convincing. The CCP retained absolute power. The notion of economic innovation and political reaction may be explored by candidates. There may be some relevant reference to the events leading to Tiananmen Square.

### Question 14

‘A period of continuity rather than change.’

To what extent do you agree with this view of the implementation of Apartheid in the years 1948 to 1978? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

### Indicative content

Candidates may trace the development of aggressive Apartheid legislation over time and suggest that this indicates a clear shift away from the original aims towards a more aggressively racist and segregationist position. Equally some candidates may suggest that the original aims of Apartheid were merely fulfilled over time. The basic principles of Apartheid remained unchanged. Any change came about partly in response to the reception Apartheid received amongst black South Africans and international opinion.

### Question 15

‘International pressure rather than internal protest led to the collapse of Apartheid by 1991.’

Assess the validity of this view. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

### Indicative content

There are numerous examples of international pressure ranging from sporting boycotts to economic and political pressure. Candidates may seek to explore the impact of these and place them in the context of South Africa’s wider economic condition by the late 1970s. The issue of sanction avoidance is also significant here. South Africa’s position within the African continent is important. Internal protest was variable in its direct effect but it did maintain a political momentum that extended beyond merely South Africa. The answer to this question may be taken back to the beginning of anti-Apartheid action and particularly so in terms of internal protests.

### Question 16

‘A period of social and economic transformation.’

To what extent do you agree with this view of the presidency of Nelson Mandela in the years 1994 to 1999? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

### Indicative content

Candidates may establish some detail on the legacy of Apartheid and the social and economic condition of South Africa when Mandela’s presidency began; this could include the impact of sanctions, inflation, the distribution of economic wealth, housing, education and law and order, for example. The Truth and Reconciliation Commission could be examined in terms of the extent to which it advanced the cause of racial harmonisation post-Apartheid. Mandela’s policies and the objectives of developing economic growth and improving the quality of life for the majority are central to this question. References may be made to health, education, and housing policies and the changes that took place in economic development. The question seeks an overall assessment which makes a comparison between South Africa’s position in 1999 compared with that of 1994.

**June 2006**

**Alternative H: Aspects of Twentieth Century European and World History, 1900 to the Present Day**

**A2 Unit 6: The United Nations, 1945–1989**

**Question 1**

(a) Use **Source A** and your own knowledge.

Assess the validity of the view in **Source A** about the limited role of the UN in Afghanistan until 1988. (10 marks)

*Target: AO1.1, AO2*

- L1: Summarises the content of the extract and the interpretation it contains. 1-2
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. 3-5
- L3: As L2, and evaluation of the interpretation is partial. 6-8
- L4: Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. 9-10

**Indicative content**

The clear implication in Source A is that the UN had a very marginal role to play in Afghanistan. The second half of the source suggests once détente had ended the UN became marginalised and its return was only possible because the superpowers agreed to it. Candidates may offer some agreement with the notion that the 1980s was a deep Cold War period and this weakened the role of the UN; however, there is a need to offer some balance here. The UN was directly involved from 1980 when it sought to establish a negotiating process. There followed a continuous UN mediation through a personal representative of the Secretary-General which culminated in the Geneva Accords of 1988. There is extensive detail available to illustrate this activity.

(b) Use **Source B** and your own knowledge.

How useful is **Source B** as evidence of the influence of the superpowers on the work of the United Nations in Afghanistan? (10 marks)

*Target: AO1.1, AO2*

- L1: Summarises the content of the extract in relation to the issue presented in the question. 1-2

- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

### Indicative content

The source offers examples of both the USA and the USSR influencing the work of the UN. The USA was reluctant to support any peacekeeping action which might have offered a reprieve for the Soviets. The invasion had been a disaster for the USSR and the USA did not want it to end until the USSR had faced maximum damage. The reference to Gorbachev's change of policy also illustrates the impact of Soviet influence in determining UN success. Once the USSR accepted UN intervention then the influence of the USA to stop it collapsed. The sources offer only two underdeveloped examples of superpower influence and the reference to the USSR is not clearly explained. The motives underlying the Soviet actions are not explained. Despite this there is a high degree of utility in this source.

- (c) Use **Sources A, B, C and D** and your own knowledge.

‘The successes and failures of the United Nations have been dependent solely on the willingness of the superpowers to cooperate with it.’

Assess the validity of this verdict on the United Nations in the years 1960 to 1989.

*(20 marks)*

*Target: AO1.1, AO1.2, AO2*

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly or wholly narrative. **1-6**
- L2: ***Either***  
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***  
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

### **Indicative content**

Source A may be used to illustrate the significance of the nature of the Cold War in terms of UN successes as measured through the cooperation of the superpowers. During *détente* the superpowers did cooperate with each other and with the UN. Cooperation at other points in the Cold War was far less developed. Source B offers some more specific examples of the failure of the superpowers to cooperate in Afghanistan and the consequence of this, while Source C underlines the importance of cooperation by the USSR in terms of the UN attempting to address the issue of civil war in Afghanistan once the USSR had withdrawn. Support from the USSR widened the scope of activity of the UN. Source D illustrates the impact of superpower vetoes.

Candidates will refer to their own knowledge across the period and illustrate superpower self-interest at work and the impact of this. Reference may be made to the Congo, Cyprus and the Middle East. The latter is particularly useful in illustrating the shifting nature of superpower influence, e.g. non-cooperation in 1967 and cooperation in the 1973 war.